ancient monuments and architecture in that State for preservation and protection; and

<'d) if not, what are the details thereof; and

(e) what steps have been taken for heir protection and presentation?

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L. P. SHAHI (a) Yes, Sir.

(b) A list of monuments and sites under Central protection which are preserved by the Archaeological Survey of India is appended (See Appendix CXLVIII, Annexure No. 104)".

(c) The responsibility of the Central Government is limited to the preservation of ancient and historical monuments and archaeological sites and remains which are more than 100 years old and are of National Importance while in respect of others the State Government is concerned.

(d) Dees not arise.

(e) The monuments and sites under Central protection are being Looked after by the Archaeological Survey of India as per Archaeological norms of conservation and necessary repairs are carried out from time to time as per requirements and urgency of work in individual cases.

Regional/Third Language in Kendriya Vidyalayas in Delhi

2356. SHRI CHIMANBHAI MEHTA: Will the Ministe rof HUMAN RESOURCE DEVELOPMENT be pleased to state which is the regional/third language being taught in Kendriya Vidyalayas m Delhi Region under three language formula?

THE MINISTER OF STATE OF TH» DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOP MENT (SHRI L. P. SHAHI): In accor. dance with the scheme of studies fol secondary examinations prescribed by the Central Board of Secondary Edu cation in Sptember, 1988, the Kendriya Vidyalaya Sangathan has decided that Tamil, Telugu Malayalam; Punjabi and Urdu should be taught as third language in Kendriya Vidyalayas of Delhi Region. The Schools are expected to make arrangements for the teaching of third language by end of December, 1988.

Drop out Rate in Class I-V, V-VIII and Vm-lX

2357. SHRI KAILASH PATI MISHRA:
SHRI ATAL BIHARI VAJ-PAYEE:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state;

(a) what is the overall drop out rate in Classes I-V, V-VTII and VTII-IX and reasons thereof;

(b) what are the targets fixed for the actual progress made separately, State-wise regarding (i) Micro-planning to achieve target of Universalisation of Elementary Education, (ii) Operation Blackboard, (iii) Non-formal Education. Programme, (iv) Establishment of District Institutes of Education and Training to increase teachers' competence. Development of new text books by NCERT upto elmentary level in a time-bound programme, Free supply of Uniforms to girl students, Midday meals and milk and Textbooks and Attendance Scholarships; and

(e) what are the funds required for**.** the above and whether the same have been released?

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRl L. P. SHAHI); (a) The overall drop-out rateg from classes I to V, V to Vill and Vill to IX are 50.3; 26.8 and 16.1 for the groups reaching classes V VIH and IX respectively in 1983-84.

The main reasons for dropouts are: socio-economic factors due to which many parents do not enroll their children or withdraw them at an early stage; inadequately provided schools and inefficient teaching in schools; perception of the curriculum not being related to local needs and indifference particularly of first generation learners.

(b) The targets fixed under different schemes are as follows: *Microplan-ning:* No State-wise targets have been fixed. 'Guidelines' have been prepared by NIEPA and it has been decided in the Confrence of State Education Secretaries and Directors of Education held on 17-18 June, 1988 to attempt to implement them for the next academic session commencing mid-1989 in the following areas:

(i) Blocks where scheme of Operation Blackboard had been sanctioned in 1987-88.

(ii) Selected blocks in 40 districts covered under National Literacy Mission; and

(iii) Selected blocks in 10 districts covered under the scheme of Education for Women's Equality.

Operation Blackboard: To strengthen the primary school system, the scheme of Operation of Blackbord has been formulated and launched during 1987-88. The scheme seeks cover primary schools in all blocks/Municipal ereas jn the country in a phased manner by **.**1990**,** viz. 20 per cent in 1987-88, 30 per cent in 1988-89 and 50 per cent in 1989-90; hence individual State targets have not been liad down.

Non-formal Education: Under the Scheme of Non-Formal Education, the target for the 7th Plan is 3550 projects (approximately 3,65,000 NFE centres) by 1990. No State-wise targets are fixed.

District Institutes of Education . and Training: The setting up of District Institutes of Education and Training (DIETs) as a part of centrally sponsored scheme of Teacher Education was taken up in 1987-88. It is proposed to set up 400 DIETs during the Seventh Plan period. As it is intended to cover all districts, individual State-wise targets have not been fixed.

Development of Text Books by NCERT; It was decided that NCERT should prepare text books to reflect the priorities of the NPE on a three-year programme beginning in 1987-88:

(1) 1987-88—Classes I, III & VI

(ii) 1988-89—Classes IT, IV & VII

(iii) 1989-90—Classes V & VIII

Fre supply of Uniforms to crirl students. Mid-day meals & Milk, Text-bocks and Attendance Scholarships: States/UTs implement various incentives schemes relating to free uniform, Mid-day meals, Free Text-books and attendance scholarships (for girls) to increase enrolment & retention of students. These are funded by the State Governments and there are no specific targts fixed for them by the Centre.

(c) It was estimated that a sum of 742.38 crores would be required under the scheme of Operation Blackboard, Rs. 230.46 crores under the scheme of Non-formal Education and Rs. 288.50 crores for setting up of DIETs under the 7th Plan. No funds have been projected as requirements for Development of Text Books by NCERT.

Funds released under the above schemes are given year-wise in the Statement annexed below.

Statement

Schme-Wise Release of Funds

(Rs. in lakhs)

Name of Scheme	1987-88	1988-89 (as on 28-11-88)
1. Operation Blackboard	11061.14	1570 41
2. Non-Formal Education	3803 84	
3. District Institutes of Education and Training . (excluding amount under Border Area Development (Education programme)	2876.14	311 50

Workshops held on Vedic Mathematics

2358. SHRI PRAMOD MAHAJAN:
SHRI SHANKER SINH VAGHELA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what was the outcome of the Jaipur and Ahmedabad workshops on Vedic; Mathematics held under the auspices of Rashtriya Ved Vidya Pra-tisthan in March and October, this year and the action-plan;

(b) what are the names of books on Vedic Mathematics available in English, Hindi, Gujarati, Marathi, Oriya; Telgu and other languages and the names of the writers and publishers;

(c) what are the names of countries where Vedic Mathematics is available for being learnt by school-students and of these countries where students and teachers etc. have taken interest in lectures/courses on Vedic Mathematics;

(d) whether manuscript copy of Shri Bharati Krishanji on Vedic Mathematics is being studied and research carried thereon for more information; and

(e) whether the Ved Vidya Pratis-tha and University of Roorkee respectively have proposals under consideration, for starting Research projects on Vedic Mathematics; if so, what are their outlines?

THE MINISTER OF STATE IN THM DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOUURCE DEVELOPMENT (SHRl L. P. SHAHI): (a) Recommendation made by the workshops held at Jaipur in March, 1988, and at Ahmedabad in October, 1988, indicating aiso the action plan recommendation by the Workshops are at Statement I and *TL (See* below).

(b) On the basis of available information, a list of books published in English, Hindi, Marathi, Gujarati and Telugu is given at Statement III *(See* below).

(c) It is reported that lectures on Vedic Mathematics delivered in various countries of America and Europe have aroused interest in the system. These include United Kingdom, Canada, Mexico, Norway, Sweden; Germany; Italy, Austria, Switzerland, France, Spain; Netherlands and Hungary, it is also reported that systematic teaching of Vedic Mathematics is being done in some schools in England and the U.S.A.

(d) The Rashtriya Veda Vidya Pra-tisthan is making efforts t_0 obtain the manuscript copy of Shri Bharati Krishna ji on Vedic Mathematics. Further decision can be taken only after it is available and studied by some experts.

(e) The Rashtriya Ved Vidy Pra-tisthan has proposed to organise a round table of Vedic Mathematics and